

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

##### **1. The Nature of Reading Comprehension**

Reading is defined as thinking process which requires a response from the reader. It may be through making generalization, drawing new inference and planning succeeding steps based on what was read.<sup>1</sup> Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).<sup>2</sup>

Zintz and Maggart defined comprehension as the ability to build relevant ideas from individual words to read in a particular context.<sup>3</sup> The ability to comprehend a text while the students are able to interpret the experience related to new information to what is already known by asking cognitive questions and being able to find answers to them; a normal state, the absence of confusion.

According to Jannette K. Klingner, Sharon Vaughn, and Alison Boardman reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text

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<sup>1</sup> Ralph Blay, Kathleen Ann Mercado, and Jobell Villacorta. The Relationship between Motivation and Second Language Reading Comprehension among Fourth Grade Filipino Students 5, “*the philippine ESL Journal* 5, volume 2 (2009), p. 5

<sup>2</sup> Hesham Suleiman Alyousef, "Teaching Reading Comprehension to ESL/EFL Learners" *The Reading Matrix* Vol. 5, No. 2 (2005): 144

<sup>3</sup> Blay et.al, op. cit., p. 6

(previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>4</sup> To comprehend, a reader must have a wide range of capacities and abilities.

These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain, and topic knowledge, linguistic, and discourse knowledge, knowledge of specific comprehension strategies).

## **2. Students' Reading Comprehension**

To comprehend, a reader or students must have a wide range of capacities and abilities. These include cognitive capacities, motivation, and various types of knowledge. The specific cognitive, motivational, and linguistic capacities and the knowledge are called on in any act of reading comprehension that depends on the texts in use and the specific activity in which one is engaged.

Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some components of fluency quick and efficient recognition of words and at least some aspects of syntactic parsing appear to be prerequisites for comprehension. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge

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<sup>4</sup> Karen R. Harris and Steve Graham, "*Teaching Reading Comprehension to Students with Learning Difficulties*". (New York: The Guilford Press, 2007) [Http://Library.Nu](http://Library.Nu) (Accessed October 10, 2008).

during reading. Similarly, vocabulary linguistic, or discourse knowledge might increase.

Fluency could also increase as a function of the additional practice in reading. Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience. Another important source of changes in knowledge and capacities is the instruction that a reader receives. Appropriate instruction will foster reading comprehension, which is defined in two ways the comprehension capacities more generally.

### **3. Factor Influencing Students' Reading Comprehension**

Reading comprehension refers to the ability of a reader to construct meaning from the text. Expected levels of reading comprehension vary throughout a reader's lifespan.

The factors of students' reading comprehension are:

- a. Decoding and word recognition speed.

Decoding refers to the reader's ability to make sense of letter sound relationships, including proper word pronunciation and noticing common letter combinations, in order to quickly recognize familiar words. Readers who experience difficulty with decoding and recognizing words read at a much slower pace and find it more difficult to comprehend the meaning of reading passages than the peers without decoding difficulties.

b. Vocabulary

Vocabulary breadth can also have an impact on reading comprehension. Readers use decoding skills to figure out the pronunciation and approximate meaning of words they haven't seen before, but this process takes far more time than recognition of familiar word. Individuals with a wider vocabulary can interpret the meaning of reading passages faster and more thoroughly than individuals who must guess at the meanings of unfamiliar words based on context clues.

c. Attention and motivation

The reader's attention and motivation are integral to reading comprehension. A reader whose attention is only partly on the reading passage may read the same paragraph several times without understanding what she is reading. Readers who lack motivation to comprehend the text may do the bare minimum of reading and understanding necessary for their assignment or class discussion without fully absorbing interpreting the meaning of what they have read.

d. The quality of reading material

The quality of writing can also affect reading comprehension. Text that is poorly organized and difficult to understand can slow reading speed and significantly hinder reading comprehension. Poor quality writing may slow decoding speed, as well as syntactic recognition and sentence comprehension. Poor quality reading material can also cause readers to lose motivation while reading, which negatively affects the reader's comprehension of the text.

#### 4. The Component of Reading Comprehension

There are five components that may help the students to read carefully<sup>5</sup>:

a. Find factual information

Factual information requires readers to scan specific details. The types question of factual information such as question type of reason, purpose, result, comparison, identity, time, and a mount in which most of the answer can be found in the text.

b. Main idea

It is a statement that tells the author's point about the topic. The main idea provides the message of a given paragraph or the argument that is being made about the topic.

c. Reference

In English, as in other language it would be clumsy and boring to repeat the same word of phrase every time it has a reader uses it. Instead of repeating the same word or phrase several time it has been used, we usually refer to it rather than repeat it. References words are usually short and are frequently pronouns, such as it, she, it's, those, and so on.

d. Restatement

Restatements are the kinds of question test which use to measure the reader's ability in analyzing the relationship of idea within single sentence. There are some purposes to improve reading comprehension. They are: to enhance understanding of the content information presented in a text, to improve

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<sup>5</sup> Malsi Susanti. The Effect of Using PACER Strategies on students' Reading Comprehension of the Second Year at SMA N 1 Lipat Kain Kampar Kiri District of Kampar Regency. (Pekanbaru: Unpublished Thesis, 2012), p, 13

understanding of the organization information presented in text, to improve attention and concentration while reading, and to promote critical thinking and evaluate of reading material.

e. Inference

The important thing is needed in reading is understanding. Write use language efficiently and recognize what can be inferred from their sentence. In this case, an efficient reader is able to understand those implications.

## 5. The Nature of Curiosity

### a) The Definition of Curiosity

Curiosity has been found to be a significant indicator of learning. Curiosity has been hypothetically linked to the learning process. Adams, Carlson, and Hamm stated that “learning starts with curiosity, moves toward students’ interpretation of the subject’s meaning in their lives, and is then connected to other areas of knowledge”.<sup>6</sup>

Curiosity is activities that appeal to students’ curiosity are likely to attract students’ interest. Curiosity does draw our attention to things that are interesting. George Loewenstein said that “curiosity as desire to close an information gap between a given reference point or some desired knowledge and a person’s existing information set”.<sup>7</sup>

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<sup>6</sup> Sonya R. Draper, “*The Effects of Gender Grouping and Learning Style on Curiosity in Modular Technology Education Laboratories*,” Council of Technology Teacher Education Research Incentive Grant. Reston, VA Technology And Engineering Teacher, (2004)

<sup>7</sup> Jonathan Rowson, *The Power of Curiosity: How Linking Inquisitiveness to Innovation Could Help to Address Our Energy Challenges* ( London: Rsa Project, 2012), <http://en.bookfi.org> (accessed January 16<sup>th</sup>, 2013), p.8

The functions of curiosity according to Kashdan are:<sup>8</sup>

- 1). Curiosity motivates us. When we experience curiosity we are willing to leave the familiar and routine and take risks. Curious explorers are comfortable with the risks of taking on challenges.
- 2) Curiosity helps us extract and integrate experiences and meaning from new experiences. The ultimate goal of our curiosity system: to add to our existing knowledge, skills, and competencies
- 3) Highly curious people feel more intense feelings of curiosity. Interest and wonder. They show a strong preference for novelty, variety, and complexity. The more curious among us are open to new experiences, even when familiar and secure ideas and routines are challenged.
- 4) Highly curious people feel curious many times in a given day, and the urge to explore and investigate is easily triggered. A curious person's sense of intrigue and desire to explore often endures for lengthier periods of times. Together, high curiosity and high intelligence is the powerhouse combination that characterizes the best students, works, managers, scientists, artists, and other luminaries who contribute so much to the people and world around them.

#### b) Dimensions of Curiosity

Curiosity is an aspect of intrinsic motivation that has great potential to enhance student learning. Therefore, curiosity can stimulate and motivating students to learn. There are four Dymension of curiosity, they are:<sup>9</sup>

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<sup>8</sup> Todd Kashdan, "*Curios? Discover The Missing Ingredient To A Fulfilling Life*," (New York: Harper Collins E-Books, 2007), [Http://Bookfi.Org](http://Bookfi.Org) (Accessed May 20, 2012).

- 1) Epistemic curiosity, which is the desire for information and knowledge
- 2) Perceptual curiosity, which describes one's attention to novel objects in their immediate environment.
- 3) Specific curiosity, which is the desire for a particular piece of knowledge.
- 4) Divertive curiosity, which is less directed and would describe seeking stimulation to escape boredom or when ready to grow.

## **6. Students' Curiosity in Learning English**

Curiosity in the classroom is a better predictor of students to transfer knowledge learned into long-term interests. Children who are curious show an intense motivation and dedication to learning. Carlson, Hamm stated that "learning starts with curiosity, moves toward students' interpretation of the subject's meaning in their lives, and is then connected to other areas of knowledge".<sup>10</sup>

To read and digest printed books, our brains were trained to focus and sustain attention, fostering deep thought and patient enquiry. In printed book devoid of hyperlinks, we read linearly and follow the central idea of the book throughout. "Curiosity is the best teacher". ESL students adult, high school, or college will remember the language they want and need to know to deepen their life experiences in learning English if they are curious.

Kashdan, Rose and Fincman distinguish between two factors of dispositional curiosity.<sup>11</sup>

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<sup>9</sup> Rowson, op.cit., p. 12

<sup>10</sup> Draper, op.cit., p. 2

<sup>11</sup> Rowson, loc.cit



- a) Exploration, where one seeks out novel or challenging situations. If the stimulus is given too high, then the student's motivation to learn can really fall back.
- b) Absorption, where one becomes fully engaged in a situation. When we experience something new, surprising, and complex. This will lead to high stimulation in our central nervous system. Curiosity of the students will provide motivation for the students to find answer of the question he faced which is a motivation in learning.

## **7. The Correlation between Students' Reading Comprehension and Students' Curiosity**

Reading is a process, which is complex between authors with writer, and the messages that conveyed between authors to the reader. A reader in comprehend a text that influence of some factors such as cognitive capacities, motivation and various types of knowledge. Motivation is one of the main causes of reading. Motivation can be divided into two types: intrinsic (internal) motivation and extrinsic (external) motivation.

### **a) Extrinsic motivation**

Extrinsic motivation refers to efforts directed toward obtaining external recognition, rewards, or incentives. Extrinsic motivation reflects the fact that children do much of their reading when their performance is evaluated and compared to others' performance. The dimensions based on extrinsic motivations include reading recognition, reading for grades and reading competition. Reading recognition is the gratification in receiving a tangible form of recognition for

success in reading. Reading for grades is the desire to be favorably evaluation by the teacher. Reading competition is the desire to outperform others in reading.

Extrinsic motivation refers to the performance of an activity in order to attain an outcome. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards.

#### b) Intrinsic motivation

Intrinsic motivation refers to being motivated and curious enough o be engaged in an activity for its own sake. Intrinsic motivation is considered to be highly self-determinant in the sense that the reason for reading when the individual's positive feeling while reading. Increased Intrinsic motivation has been related to greater interest in the reading material, higher reading performance, higher amount, higher frequency, higher achievement in text comprehension tasks and higher sense of competence. The dimensions based on intrinsic motivations are reading curiosity, reading involvement and importance of reading. Reading curiosity is the individual's desire to learn about particular topic of interest. Reading involvement is the enjoyment of experiencing different kinds of literary or informal texts.

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Students are likely to be intrinsically motivated if they:

- 1) Attribute their educational result to factors under their own control, also known as autonomy.
- 2) Believe they have the skills to be effective agents in reaching their desired goals, also known as self-efficacy beliefs
- 3) Are interested in mastering a topic, not just in achieving good grades

Curiosity is an aspect of intrinsic motivation that has great potential to enhance student learning. Curiosity may increase learning by motivating individuals to think more about the material being presented.

Wallace H. Maw and Ethel W Maw stated that in reading the high curiosity person will more alert and will be more actively seeking understanding.<sup>12</sup> The reader high in curiosity will be more likely to grasp important relationships and to give attention to the most meaningful aspects of sentences than will the reader of similar intellectual ability who, having less curiosity, is less actively concerned with gaining understanding.

## **B. Relevant Research**

In this part, the writer has taken some research report to be relevant research for the writer's research. The research was administered by Thomas G. Reio, Jr entitled "*Effects of Curiosity on Socialization-Related Learning and Job Performance in Adults*".<sup>13</sup> He concluded that Cognitive Curiosity and Socialization-Related Learning were positively and significantly related to both

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<sup>12</sup> Wallace H. Maw and Ethel W Maw," Children Curiosity as an Aspect of Reading Comprehension," *The Reading Teacher* 4, vol 15 (1962),  
[Http://Www.Jstor.Jstor.Org/Stable/20197506](http://www.jstor.org/stable/20197506) (Accessed March 12, 2012)

<sup>13</sup> Thomas G. Reio, Jr, "*Effects of Curiosity on Socialization-Related Learning and Job Performance in Adults*" (Virginia: Falls Church, 1997)

dimensions of job performance. The Job Knowledge subscale of the Workplace Adaptation Questionnaire, in particular, had a moderate positive correlation with Technical Job Knowledge.

The research was administered by Rika Nuryana entitled *The Correlation between Students' Interest and Their Reading Comprehension Ability in Learning English at the Second Year of SMPN 3 Ukui Kab Pelalawan*.<sup>14</sup> She concluded that there is significant correlation between students' interest and their reading comprehension in learning English. She found that the percentage of students' interest and their reading Comprehension ability in learning English is 70% and she categorized the students' interest is good.

### **C. Operational Concept**

Operational concept is necessary to clarify briefly the variables used in this research. There are two variables used in this research. First, independent variable is the students' curiosity in learning English symbolized by "X", and second, dependent variable is the students' reading comprehension symbolized by "Y".

Indicators of students' curiosity in learning English ( variable X) are:

1. Students read to learn new information about topics given by the teacher
2. Students enjoy learning English
3. Students like to read about new things
4. Students enjoy reading English books

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<sup>14</sup> Rika Nuryana," *The Correlation between Students' Interest and Their Reading Comprehension Ability in Learning English at The Second Year of SMPN 3 Ukui Kab Pelalawan*" ( Pekanbaru: Unpublished Thesis, 2009), 58

5. If students are reading about interesting topic they sometimes lose track of time.<sup>15</sup>

Indicators of reading comprehension ( variable Y) are:

1. Students are able to find the main idea from paragraph
2. Students are able to take message from the text
3. Students are able to retell about the text with their own words
4. Students are able to make conclusion about the text with their own words
5. Students are able to analyze sentence in paragraph.

#### **D. Assumption and Hypothesis**

##### **1. The Assumption**

The assumption is the better students' curiosity is the better achievement in reading comprehension will be.

##### **2. The Hypothesis**

Hypothesis is statement about the possible outcomes of a study.<sup>16</sup>

H<sub>0</sub>: There is no significant correlation between curiosity and reading comprehension in learning English.

H<sub>a</sub>: There is significant correlation between curiosity and reading comprehension in learning English.

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<sup>15</sup> Wigfield, A. & Guthrie, J.T., "Relations of Children's Motivation for Reading to the Amount and Breadth of Their Reading," *Journal of Educational Psychology* 89, (1997), [Http://www.Cori.Umd.Edu](http://www.Cori.Umd.Edu)

<sup>16</sup> James Dean B, " *Understanding Research In Second Language Learning: A Teacher's Guide To Statistic And Research Design*," (New York: Cambridge University Press, 1988), 109